**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4OA.3, 4NBT.5, 4NBT.3**  **The Envision Lesson: 5-4 Reasonableness (Problem Solving)** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| What could go wrong: make incorrect estimations/rounding  Review how to round and estimate, give correct and incorrect examples (extreme non-examples) | Reasonable  Not Reasonable  REVIEW  Compatible Numbers  Estimation  Rounding |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| - Complete the Daily Spiral Review from enVision. Use a crayon to record estimations for questions 1, 2, and 3 before answering for real. (Using the crayon makes it so students cannot change their estimates after they get the answer)  - Discuss what estimations would be reasonable and not reasonable | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?  * Write vocab in journal * Review any associated vocab * Give a real world example of reasonable and not reasonable * Use the Frayer graphic organizer so students will be able to show examples and non-examples of what is reasonable  1. How will you provide multiple opportunities for vocabulary to be used in context?  * With every problem stop and ask students if the answer is reasonable and why or why not * Provide opportunities in non-math situation to decide if it reasonable or not | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  - Materials: Unifix cubes  - Unifix cubes will be used as a whole group representation of the visual learning bridge activity, Have seven groups of students or individuals make three 10 towers representing 30x7 and then have seven groups of students or individuals make two 10 towers representing 20x7 to show the importance of rounding to the right number, count by 30s/20s as students bring their groups of Unifix cubes up  - Students will record their observations in their math journal prior to class discussion including which number they would round to, which one would give the closest answer and why  - Students will share with their neighbor and then a handful of students will share with the class to check for understanding  - An extend lesson will not be used at this point  - This lesson is similar to the Investigation lesson Building Multiple Towers in Unit 3 | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  -Visual Learning Animation: stop at appropriate points and have students answer questions on their whiteboards  - If most students are struggling review skip counting and rounding and then solve problem #1 in Guided Practice  - For students who may still be struggling work in small groups with them during  independent practice | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  - Practice page 5-4  - On all questions students need to explain their thinking, draw a model on graph paper representing the problem, correct any errors that are given in the problems (Problems #1 and 5) and how the problems were done wrong  - Students will record work and thinking on graph paper and practice page 5-4  - If students do not finish assigned problems during class time it is then homework  - Collect and grade the assignment the next day to check for student understanding  - Pass back and discuss reasonable answers and interesting observations | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| - As an exit ticket on the day the assignment is discussed have students write in the math journal the answer to this question: Why is estimation important in deciding if an answer is reasonable or not? | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| - Fast finishers may play the Toss and Talk game (Center Activity 5-4) | |
| **HOMEWORK** | |
| - If students do not finish Practice Page 5-4 it will be homework | |